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The Role of Independent Work in the Educational Process

Boltayeva Manzura Sharipovna

Senior lecturer, Department of History and Philology,
Asian International University

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ANNOTATION

This article discusses the importance of the independent process of students' work. The author notes the development of students on independent work, since they have the form of development of intellectual and cognitive abilities, as well as creative activity of students, manifested by important components of professional skills of a modern specialist. The article defines the essence, forms, types and levels of independent work; consideration of conditions, achievement of the effectiveness of the process of independent work.

KEYWORDS: independent work, levels of independent work, cognitive activity, independent creative work, teaching method, active teaching methods.

Introduction. For the formation of a holistic and harmonious personality, it is necessary to systematically include it in independent activity, which in the process of a special type of educational tasks – independent work – acquires the character of problem-searching activity. It is important for students to give a method, a guiding thread for organizing the acquisition of knowledge, and this means to equip them with the skills and skills of scientific organization of intellectual labor, i.e., the ability to set a goal, choose the means to achieve it, plan work in time. Studying the essence of independent work in theoretical terms, there are 3 areas of activity in which the independence of teaching can develop – cognitive, practical and organizational and technical. When forming students' knowledge and skills, the stereotypical, mainly verbal way of teaching becomes ineffective. The role of independent work of students is also increasing due to the change in the purpose of learning, its focus on the formation of skills, creative activity, as well as in connection with the computerization of learning.

Main part. Independent work is such work that is performed without the direct participation of the teacher, but according to his instructions, at a specially provided time for this, while students consciously strive to achieve their goals by using their efforts and expressing in one form or another the result of mental or physical actions. Independent work is presented as purposeful, internally motivated structured by the object itself in the totality of the actions performed and corrected by it according to the process and result of the activity. Its

implementation requires a sufficiently high level of self-awareness, reflexivity, self-discipline, personal responsibility, gives students satisfaction as a process of self-improvement and self-knowledge.

In the classroom, with the help of a variety of independent work, students can acquire knowledge, skills and abilities. All these works only give positive results when they are organized in a certain way and represent the system.

By the system of independent work, we understand first of all a set of interrelated, mutually reinforcing, logically arising from one another and subordinated to common tasks types of work. When building a system of independent work, the following are put forward as the main didactic requirements:

a) The system of independent work should contribute to the solution of the main didactic tasks — the acquisition of deep and solid knowledge by students, the development of their cognitive abilities, the formation of the ability to independently acquire, expand and deepen knowledge, apply it in practice.

b) The system should meet the basic principles of didactics, and, above all, the principles of accessibility and systematicity, connections of theory with practice, conscious and creative activity, the principle of teaching at a high scientific level.

c) The works included in the system should be diverse in terms of educational purpose and content in order to ensure the formation of students' diverse skills and abilities.

d) The sequence of home and classroom independent work logically followed from the previous ones and prepared the ground for the subsequent ones. In this case, not only "near" but also "far" connections are provided between individual works. The success of solving this problem depends not only on the teacher's pedagogical skills, but also on how he understands the meaning and place of each individual work in the system of works, in the development of students' cognitive abilities, their thinking and other qualities.

However, one system does not determine the success of the teacher's work on the formation of students' knowledge, skills and abilities. To do this, you still need to know the basic principles, guided by which you can ensure the effectiveness of independent work, as well as the methodology for managing certain types of independent work.

The effectiveness of independent work is achieved if it is one of their constituent, organic elements of the educational process, and special time is provided for it at each lesson, if it is carried out systematically and systematically, and not randomly and episodically. Only under this condition, students develop stable skills and abilities in performing various types of independent work and increase the pace in its implementation.

When selecting the types of independent work, when determining its scope and content, one should be guided, as in the entire learning process, by the basic principles of didactics. The most important in this matter are the principle of accessibility and systematicity, the connection of theory with practice, the principle of gradualness in the increase of difficulties, the principle of creative activity, as well as the principle of a differentiated approach to students. The application of these principles to the management of independent work has the following features:

1. Independent work should be purposeful. This is achieved by clearly stating the purpose of the work. The task of the teacher is to find such a formulation of the task that would arouse students' interest in the work and the desire to perform it as best as possible. Students should clearly understand what the task is and how its

implementation will be checked. This gives the work of students a meaningful, purposeful character, and contributes to its more successful implementation. Underestimation of this requirement leads to the fact that students, not understanding the purpose of the work, do not do what is needed, or are forced to repeatedly seek clarification from the teacher in the process of its implementation. All this leads to an irrational waste of time and a decrease in the level of students' independence in work.

2. Independent work should be really independent and encourage the student to work hard when doing it. However, extremes should not be allowed here: the content and volume of independent work offered at each stage of training should be feasible for students, and the students themselves are prepared to perform independent work theoretically and practically.

3. In the first pairs, students need to form the simplest skills of independent work, the execution of diagrams and drawings, simple measurements, solving simple tasks. In this case, the independent work of students should be preceded by a visual demonstration of the techniques of working with the teacher, accompanied by clear explanations, notes on the blackboard. Independent work performed by students after showing the methods of work by the teacher is in the nature of imitation. It does not develop independence in the true sense of the word, but it is important for the formation of more complex skills and abilities, a higher form of independence, in which students are able to develop and apply their methods of solving problems of an educational or industrial nature.

4. For independent work, it is necessary to offer such tasks, the performance of which does not allow actions according to ready-made recipes and templates, but requires the application of knowledge in a new situation. Only in this case, independent work contributes to the formation of initiative and cognitive abilities of students.

5. In the organization of independent work, it is necessary to take into account that different students need different time to acquire knowledge, skills and abilities. This can be done through a differentiated approach to students.

Observing the progress of the class as a whole and individual students, the teacher should switch successfully completed tasks to more complex ones in time. For some students, the number of training exercises can be reduced to a minimum. Others should be given significantly more such exercises in various variations so that they learn a new rule or a new law and learn to apply it independently to solving educational problems. The transfer of such a group of students to perform more complex tasks should be timely.

7. Independent work of students should be systematically and systematically included in the educational process. Only under this condition will they develop solid skills and abilities.

The results of work in this case are more noticeable when the entire team of teachers is engaged in instilling skills of independent work in students, in classes in all subjects, including classes in training workshops.

8. When organizing independent work, it is necessary to carry out a reasonable combination of the presentation of the material by the teacher with the independent work of students to acquire knowledge, skills and abilities. In this case, extremes should not be allowed: excessive enthusiasm for independent work can slow down the pace of studying program material, the pace of students' progress in learning new things.

9. When students perform independent work of any kind, the leading role should belong to the teacher. The teacher thinks over a system of independent work, their systematic inclusion in the educational process. It defines the purpose, content and scope of each independent work, its place in the lesson, methods of teaching various types of independent work. He teaches students self-control methods and carries out quality control, studies the individual characteristics of students and takes them into account when organizing independent work.

Independent work involves active mental actions of students associated with the search for the most rational ways to perform the tasks proposed by the teacher, with the analysis of the results of the work.

In the learning process, various types of independent work of students are used, with the help of which they independently acquire knowledge, skills and abilities. All types of independent work used in the educational process can be classified according to various criteria: by didactic purpose, by the nature of students' learning activities, by content, by the degree of independence and the element of students' creativity.

Conclusion. All types of independent work for didactic purposes can be divided into five groups:

- 1) acquisition of new knowledge, mastering the ability to acquire knowledge independently;
- 2) consolidation and clarification of knowledge;
- 3) development of the ability to apply knowledge in solving educational and practical tasks;
- 4) formation of practical skills and abilities;
- 5) the formation of a creative character, the ability to apply knowledge in a complicated situation.

Each of these groups includes several types of independent work, since the solution of the same didactic task can be carried out in various ways. These groups are closely related to each other. This connection is due to the fact that the same types of work can be used to solve various didactic tasks. For example, with the help of experimental, practical work, not only the acquisition of skills and abilities is achieved, but also the acquisition of new knowledge and the development of the ability to apply previously acquired knowledge.

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